AL.2.2003-265
c.2
University of Alberta Library
0 1620 3503190 3

Student and teacher: Use this cover sheet for mailing or faxing.

ASSIGNMENT BOOKLET 3A

ELA3105 English Language Arts 30-1
Module 3: Section 1 Assignment and Section 2 Assignment

FOR STUDENT USE ONLY	
Date Assignment Submitted: _____	(If label is missing or incorrect) Student File Number: _____
Time Spent on Assignment: _____	Module Number: _____

FOR OFFICE USE ONLY

Assigned Teacher: _____

Assignment Grading: _____

Graded by: _____

Date Assignment Received:

Student's Questions and Comments

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for correct course and module.

Teacher's Comments

_____
Teacher

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each section of assignments as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your section assignments or your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with your assignments or Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Put your assignments or Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach sufficient postage and seal the envelope. Assignment Booklets will travel faster if sufficient postage is used and if they are in large envelopes that do not exceed two centimetres in thickness.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.

E-MAILING

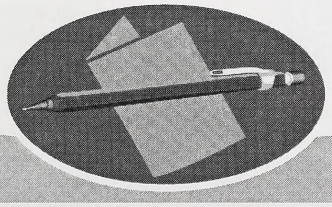
It may be possible to e-mail your completed assignments to the school with which you are registered. Contact your teacher for the appropriate e-mail address.

English Language Arts 30-1

Module 3

Thinking Critically

Assignment Booklet 3A



Learning Technologies Branch

Alberta LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	20	
Section 2 Assignment	50	
	70	

Teacher's Comments

English Language Arts 30-1
Module 3: Thinking Critically
Assignment Booklet 3A
Section 1 Assignment and Section 2 Assignment
Learning Technologies Branch
ISBN 0-7741-2470-9

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Learning, **http://www.learning.gov.ab.ca**
- Learning Technologies Branch, **http://www.learning.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.learning.gov.ab.ca**

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

Copyright © 2003, the Crown in Right of Alberta, as represented by the Minister of Learning, Alberta Learning, 10155 – 102 Street, Edmonton, Alberta T5J 4L5. Print copies may be obtained from the Learning Resources Centre. Digital copies are available to registered Alberta educators at the Tools4Teachers website: **http://www.tools4teachers.ab.ca**

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

UNIVERSITY LIBRARY
UNIVERSITY OF ALBERTA

ASSIGNMENT BOOKLET 3A
ENGLISH LANGUAGE ARTS 30-1: MODULE 3
SECTION 1 ASSIGNMENT AND SECTION 2 ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 70 marks out of the total 165 marks for the assignments in Module 3. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic.

You're encouraged to use a computer and word-processing application for many of these questions. If you use a computer, be sure that you submit a printed copy that has been carefully proofread. Include your name, course name, and assignment question number on each page. Alternatively, you may be able to arrange with your teacher to submit your written assignments by e-mail.

Be sure to proofread your answers carefully.

20

Section 1 Assignment: The World of Non-fiction

Read all parts of your assignment carefully and record your answers in the appropriate places.

Turn to page 186 of the Readings section in the Appendix of this module and read "A Thankless Experience" by the Canadian columnist Stephen Lautens. Then answer the questions that follow.

3

1. In a sentence or two, express the thesis of this essay.

_____

_____

_____

_____

_____

_____

_____

_____

(10) **2.** Analyse this essay for its style. Don't just try to come up with a single appropriate adjective; rather, write an analysis of **two or three paragraphs** in which you refer to specific examples from the essay to illustrate the manner in which it's written.

(There is more room for your response on the next page.)

(3) **3.** Explain the irony in the conclusion of the essay.

(4) **4.** Suggest the central purpose the author of this essay had for writing it. Be specific and justify your answer fully.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

When you've finished responding to the preceding questions, return to page 37 of the Module 3 Student Module Booklet and continue working where you left off.

(50)

Section 2 Assignment: Your Personal Essay

Read all parts of your assignment carefully and record your answers in the appropriate places.

(10) **1.** Rewrite the sentences that follow to make them more lively and effective. Consider strategies like shifting phrases and clauses, eliminating needless repetition and clichés, and making any other changes necessary to avoid awkward, ineffective constructions.

a. I had never seen such reprehensible behaviour before.

_____

_____

b. Anna felt grateful and thankful to have a chance of taking advantage of the opportunity of getting a good education.

_____

_____

c. Grace had seldom played the cello as well as she did that evening.

_____

_____

d. Due to the fact that I was late, I decided I ought to make a phone call, which I did.

_____

_____

e. At this point in time the answer is categorically and unequivocally no.

_____

_____

f. From out of the blue the fire chief produced tangible proof that the terrible tragedy was caused by the work of a crazed pyromaniac.

_____

_____

g. There were three people who came to the party.

_____

_____

h. Old Mr. Tymchuk was laid to rest on Friday, three days after he went to his final reward.

_____

_____

i. I want you to try and count the amount of pencils in the classroom being that there may not be enough and we'll run short.

_____

_____

j. The hot-air balloon floated up through the clouds.

_____

_____

(30) **2.** Having worked through Section 2, you've written, revised, edited, and proofread your personal essay. Your job now is to write out a clean, finished copy and submit it for grading.

You can rewrite your personal essay in the space provided, or you can use a computer. If you use your own paper, attach the copy, clearly and fully labelled to this Assignment Booklet.

Your essay will be graded according to the assessment criteria that follow. Note that this marking guide is a modification of one introduced in an assignment for Module 2. It assigns a possible mark of 5 in each of two categories—Ideas and Impressions, and Presentation—for a possible total of 10 marks. Your teacher will multiply by 3 to determine your final grading.

Focus	Ideas and Impressions	Presentation
Excellent 5	Perceptions and/or ideas expressed are insightful, carefully considered, and confident. Details are apt and thoughtfully selected.	The writer's voice is engaging, and the tone is effective. Stylistic choices are precise and effective. The unifying effect and development are skilfully sustained and fluent. There is a relevant absence of error in matters of correctness.
Proficient 4	Perceptions and/or ideas expressed are thoughtful or considered. Details are relevant and purposeful.	The writer's voice is distinct, and the tone is well considered. Stylistic choices are specific. The unifying effect and development are coherently sustained and generally fluent. There are only minor errors in matters of correctness.
Satisfactory 3	Perceptions and/or ideas expressed are appropriate. Details are straightforward and generally focused.	The writer's voice is matter-of-fact and the tone is appropriate. Stylistic choices are adequate. The unifying effect and development are clear, conventional, and maintained generally, but coherence may falter. Though there are some lapses in matters of correctness, communication remains clear.
Limited 2	Perceptions and/or ideas expressed are incomplete, superficial, or unaware. Details are inappropriate and/or repetitive.	The writer's voice is ineffective and the tone is inappropriate. Stylistic choices are inappropriate and/or imprecise. The unifying effect and development are unclear and/or ineffective, and coherence falters. The control in matters of correctness is faulty, blurring the clarity of communication.
Poor 1	Attempts to express perceptions and/or ideas are only marginally relevant, are confused, or are underdeveloped. Details are lacking and/or random.	The writer's voice is confused and there is no discernible attempt to address the intended audience. Stylistic choices impede communication. The unifying effect and development are absent, irrelevant, frequently unclear, and/or not fluent. There is a lack of control in matters of correctness. Jarring errors impair communication.

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

(There is more room for your response on the next page.)

4

3. a. In Module 2, you were asked to assess one of your own responses in the Section 2 Assignment according to a rubric—or marking guide—much like the one used for your personal essay here. Your job now is to do the same thing once again.

Remember to study the guide carefully; then assign yourself a mark for your personal essay in each category—for a possible total of 10. Try to be fair; keep in mind that the following question will ask you to explain your gradings.

Category	Mark out of 5 possible marks
Ideas and Impressions	
Presentation	

6

b. Finally, your task is to justify the mark you gave yourself in each box of the chart in question **a.** Be sure to refer specifically to the marking guide and to your essay itself in explaining why you assigned yourself the marks you did.

When you've finished responding to the preceding questions, submit this Assignment Booklet for assessment. Then return to page 78 of the Module 3 Student Module Booklet and continue working where you left off.

© 2003